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DELILA Criteria for evaluating information literacy and digital literacy OERs

The following criteria were devised in conjunction with the RIN Information Handling group who were drafting criteria for evaluating information literacy training. The criteria have been adapted to evaluate OERs. The form includes prompts under each of the headings. The Kirkpatrick model of evaluation informed the structure of evaluation criteria into three keys areas which relate to the first three levels of impact outlined by Kirkpatrick in relation to training events: immediate reaction; perceived learning and behavioural change. Specific questions and notes for the evaluator are included under each section.

Please note any thoughts or comments in the form below to help us evaluate and improve our OERs. Please fill out part 1, and parts 2 and 3 if you are familiar with the frameworks mentioned.

Your name: Anon...

Name of OER: Doing a literature search

Unique number of OER: 811

1. Immediate reaction to the resources (in terms of accessibility, layout, intuitiveness, coherence as a package)

My immediate reaction to the resources was positive, it's always great to see people sharing teaching and learning materials.

The particular resource reviewed is extremely practical and focused.

The resource is certainly reusable once you have access to the software, in this case Camtasia. The demonstration/tutorial is local to the University of Birmingham so some elements would have to be re-done to meet the needs of other institutions. I didn't unzip all files, I'm assuming the Search Strategy Worksheet can be downloaded as a separate word file, if not, then this would be really useful.

Yes, the resource is accessible and well structured.

2. What will students be able to learn?

Yes the resource is relevant and will support the development of student skills in terms of their ability to effectively search the literature online using library databases and search tools.

I'm personally not familiar with the UK PSF, however the resource clearly reflects competencies in the SCONUL Seven Pillars of Information Literacy.

From my experience of teaching information literacy and working with academic staff and students, there is a need for support in this area (effective literature searching).

3. How will resources impact on students' skills development in information and digital literacy and how could these resources be integrated into existing courses?

Resources like this can be integrated into courses given by librarians or academic staff. They can be used in face-to-face classes or made available via course VLE pages etc for self-paced learning purposes.

Full template available at: http://delilaopen.files.wordpress.com/2010/10/delila_criteria-for-evaluating-oersv2.doc